
ooo The AMERICAN ooo SHORTHAND TEACHER

A Magazine for Teachers of Shorthand
and Other Commercial Subjects

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Vol. I

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No. 7

An Experiment in Testing Stenographers

First Article in the Series

By Frederick G. Nichols

JUST before the great world war got its stranglehold on this country and turned everyone from peaceful to bellicose pursuits, I, in common with

Introductory Statement

other commercial teachers and directors of business training, was patting myself on the back and getting

much satisfaction out of the thought that I was directing commercial departments in which A-1 stenographers were being prepared. My teachers were the best that could be had. The equipment furnished them was all that could be desired. The system taught was regarded as being second to none. The pupils enrolled in our classes were above the average. A

spirit of coöperation pervaded the entire business training department. In short, the stage was set for a fine piece of vocational education work. If examination records were to be trusted, we could well be content with what we were doing.

Two things happened about that time to disturb our professional equilibrium. The first was a series of transcription tests that were sent us by Miss Ina Thomas, of Des Moines, Iowa. Miss Thomas was out to determine to what extent commercial departments were mistaking ability to "take dictation at 100 words a minute" for ability to function as a stenographer in a business office. She has told her story, and I know of at

least one group of high schools that profited by it.*

The second disturbing thing was a little experiment that I started on my own account in the form of a Chamber of Commerce Standardization Stenographic Test. Some real lessons were learned from it, but no special publicity was given it, owing to the fact that I was called to Washington and had no further opportunity to follow up the first experiment with others necessary to establish the feasibility of my plan.

The publishers of this magazine have asked me to prepare four articles in which will be described certain evident shortcomings in many of our stenographic departments, the experiment which is referred to above, and improved plans for the conduct of similar experiments.

Business, once simple, is now complex. Positions that formerly required but little in the

The Problem way of vocational training are now so exacting as to be regarded as highly-skilled vocations. Business education must be a live, elastic thing, responsive to the requirements of a rapidly changing business environment. "Business educators" must be alive to the fact that no longer can "subject teachers" be regarded as adequate to the task of giving to boys and girls the business training they require for advantageous entrance into commercial pursuits. In other words, it must be driven home to all commercial teachers that they are *training office workers and not teaching business subjects*. Applied concretely for purposes of this article, the shorthand teacher is not paid to teach shorthand, but to

*The results of Miss Thomas' experiment she gave in an article in the November, 1919, *Gregg Writer*.

do her part toward training a stenographer. She cannot do that part without thoroughly understanding the exact nature of the finished product and being fully aware of the relation between her part and that of the others who are associated with her in this important task.

The output of the shorthand department is stenographers. It is not speed in writing shorthand alone, nor is it amazing typewriting skill. It is not even these two things in combination by which the success or failure of a shorthand department can be measured.

To be sure, the stenographer takes dictation and transcribes her notes, but she does more than this, and even this she will be called upon to do under conditions very much unlike those of the classroom.

Not in every school, but in far too many, there is a lack of teamwork in the training of stenographers. One teacher **Divided Responsibility** "teaches shorthand principles;" a second "develops speed;" a third "looks after the pupils' needs in English and Correspondence;" a fourth gives the "typewriting instruction;" a fifth may finish off with "typewriting speed drill;" and a sixth may be responsible for the "office training."

This plan frequently makes for friction, duplication, and faulty training, unless some effective coordination scheme is worked out and put into actual practice.

A tendency on the part of single subject teachers to make demands out of harmony with the requirements of other subjects is often noticeable.

Pupils are prone to do that which they like to do and slight that which they do not like to do because neither they nor their teachers fully recognize the interdependence of the factors in the training of stenographers.

When the dictation period arrives, in school, all conditions that militate

against perfect work are removed. Quiet reigns supreme; the attention of the class is secured before dictation begins; the dictator's voice is

pleasing to the ear; the dictation is given in measured tones, with distinct enunciation, and uninterrupted flow; the dictator is a master of shorthand, knows the familiar phrases and unconsciously aids the pupils by dictating exactly as the writing should be done. The "takes" are short, and the strain is often relieved by class readings and other interruptions.

In the office, things are quite different. Quiet is dethroned; the dictator begins to dictate without warning; his voice may be high pitched or low pitched to the borderline of inaudibility; the flow of dictation is often broken by "cut that out," "back up," "insert this," "look up the address and use it here," etc., etc.; the dictation may be "choppy"—now fast,

then slow, and again medium; it may be rendered indistinct by a cigar-butt that continually threatens to jump out of the dictator's mouth; no familiar and easy phrasing speeds the writer along; frequent interrupting conversations occur; and the dictation may run on for hours at a stretch. Small wonder that many "graduates" are rapidly "promoted" to non-stenographic positions after a few disheartening "try-outs."

Most school dictation consists of "letters" and "solid matter," followed

by "solid matter" and "letters." Office dictation is delightfully varied and full of surprises for the raw recruit. The "new girl" may run right

up against this the first day: "Take this letter;" and "this note for Jones in the shipping department;" and

"this memo to bring to my attention a week from Thursday;" and "this item for the daily papers;" and "this summary of the week's business;" and "this preface for our new catalog," etc., etc. This is dictation "as is." The other is dictation "as isn't."

The real trainer of stenographers will be less concerned about speed in terms of "words a minute" and be more interested in the average day's stenographic job,

Letters vs. the Real Thing

THE author of this series of articles, Mr. Frederick G. Nichols, Inspector of Commercial Education for the State of Pennsylvania, needs no introduction to the teaching fraternity. Mr. Nichols has had long experience in the field of commercial education and is well known to most commercial teachers throughout the country. To any of the newer members of the profession who are not familiar with his work, let us say that Mr. Nichols, until the first of January this year, was Chief, Commercial Education Service, for the Federal Board for Vocational Education. Previously, he was Specialist in Commercial Education for the University of New York and Director of Commercial Education for the City of Rochester. His experience makes him an ideal man to write on this subject.

You will find these articles by Mr. Nichols, an enjoyable and valuable contribution to the solution of a problem that concerns us all deeply—the big problem of preparing "real" business men and women.

—Editor.

which requires something besides shorthand speed.

Train pupils to write shorthand fast, of course, but don't forget that what really counts toward a fat pay envelope, is ability to turn out a goodly volume of accurate machine work every day, every week in the year. Sustained effort, not merely a five-minute "flash in the pan," marks the efficient stenographer.

Perhaps shorthand teachers are not giving too many "shorthand speed tests," but of this there can be but little doubt: too few tests are given in stenographic work. Timed tests that show how long it takes to "get out notes" are quite as important as either typewriting or shorthand speed tests. Frequently pupils who write shorthand accurately at 125 words a minute and typewrite at 60 words a minute, drop to 8 or 9 words a minute when total dictation and transcript time is considered. The "Day's Work" idea in use is a good one, but it should not be reserved for a final test; it should be used just as often as typewriting and shorthand speed tests are given. This will mean sacrifice of subject teaching time, and subject teachers will be slow to see the advantage in "missing a lesson in shorthand," or in "typewriting," or in "business English," or in "office training." This merely indicates the teacher's failure to appreciate that her work is but one factor in the completed task and that coordination between all the training factors must be constant in the interest of the pupil who is expecting to become a *stenographer*, not a typist, nor a shorthand writer, nor a clerical worker, nor a correspondent.

Space forbids further amplification

of this problem. Perhaps enough has been said to suggest the need for further experimentation to show the magnitude and complexity of the task before those who would train stenographers of the better sort. It is apparent to all that two types of tests must be developed—one to determine the fitness of those who seek admission to shorthand classes, and the other to measure the skill of the finished product in terms of stenographic work on the job. The Standardization Stenographic Test which was prepared and conducted by the Rochester, New York, Chamber of Commerce in 1916 was an attempt to develop a means of measuring stenographic ability. It was a partial success and a partial failure. It demonstrated beyond question, however, that tests very different from the usual final shorthand and typewriting examinations should be the basis of determining the qualifications of our graduates for stenographic positions.

As was explained above, very little success has been achieved in the mat-

ter of standardization of stenographic tests.

Rochester Standardization Test Too much emphasis has been placed on shorthand and type-

writing *speed* tests. Too little attention has been given to tests that show *ability to function* as a stenographer. It is in the hope that the thought of teachers may be directed to this problem, that the experiment that was tried in Rochester is described in detail in this series of articles.

In the fall of 1916 the Education Committee of the Rochester Chamber of Commerce decided to make an attempt to standardize stenographic work and to certificate stenographers who could pass a comprehensive test set by the Chamber. The personnel of

the various committees involved, the successive steps in the project, the shortcomings of the undertaking, the final results, and the lessons of the test, should be of interest to all who are dealing with any phase of stenographic work from the training of the stenographer to the successful handling of a stenographic position.

The Commercial and Industrial Education Committee of the Chamber of

The Kind of Business Men Who Helped

Commerce included a large group of the most prominent business men in Rochester. What is more important, these men really

participated in the work of the Committee. Without their backing and help the test could not have been held. Then, too, the Chamber delegated to the work an ample staff to handle the tasks that required paid workers. Two assistant secretaries, for several weeks, devoted much of their time to this standardization test. To them is due much of the credit for the success of the undertaking. Miss M. E. Bingeman, Assistant Secretary, was very enthusiastic over this test and worked early and late to see it through to a successful conclusion.

A subcommittee on standardization test was appointed. It included, among others, the cashier of one of the largest banks in the city, the treasurer and auditor of a large steam railroad system, the secretary and auditor of the street railway company, the credit manager of a large wholesale shoe company, the president and general manager of a large manufacturing company of international scope, the sales manager for a manufacturing concern, the employment manager of the railway and light company, secretary and treasurer of a private school, and the director of public school com-

mercial education. This committee was a working committee. It is a satisfactory answer to the query as to whether business men can be induced to coöperate with school people who are training young people for employment. Other committees will be referred to later in this article in connection with the particular work they performed.

In a letter sent out by the chairman of the Standardization Test Committee, the purposes of

Purposes of the Test

the test were stated as follows: "To determine the weak and

strong points in the work of the average stenographer; to stimulate interest in better stenographic work by issuing Chamber of Commerce Certificates to those who measure up to an established standard of proficiency; to aid employers in securing competent stenographic assistants; to draw better educated types of people into the stenographic profession; and to show private and public business schools wherein their training falls short of preparing young people for the kind of work they are called upon to do in business."

It was determined by the committee to base the test on the actual demands of business.

Accordingly, a questionnaire was prepared and sent to about 400 business men. These em-

The Two Questionnaires Sent

ployers of office help were asked if they had formed any opinion regarding the average efficiency of stenographic help;

what means they employed in securing stenographers; whether or not they hired and fired many in their attempts to find good stenographers; what duties their stenographers were called upon to perform

in addition to taking and transcribing dictation; to what they ascribed the shortcomings of stenographic help; in what particular work stenographers show the greatest efficiency and deficiency; what phases of stenographic work are most important; whether or not stenographers are encouraged to interrupt the dictator when the dictation is not understood, to pass on and ask for help at the end of the dictation, or to use their own judgment in getting out the notes; whether or not some latitude is allowed the stenog-

rapher in the matter of correcting inadvertent errors in grammar, etc.; for a statement concerning the use of dictating machines and the stenographer's attitude toward them; for a statement concerning office hours; for a statement as to what in their judgment constitutes the ideal stenographer and what means might be used to raise the general level of stenographic efficiency.

A second questionnaire was sent to hundreds of stenographers. A copy of this questionnaire follows:

QUESTIONNAIRE TO STENOGRAPHERS

(No name need be signed)

Questionnaire is not keyed in any way, and there will be no means of knowing by whom the replies are sent in. Please return promptly to Rochester Chamber of Commerce.

1. Male or female?
2. What education have you had?
How many years in Grammar School
How many years in High School
How many years in College
3. Where did you study stenography?
4. What system did you study?
5. How long did you study?
6. Did you graduate?
7. What is your age?
8. What salary did you receive in your first stenographic position?
9. How many years actual experience have you had as a stenographer?
10. What is your present salary?
11. What is your present employer's line of business?
12. Do you consider that you have developed in your work and advanced in salary as rapidly as you could or should have?
13. If so, what conditions or agencies have contributed most to your success?
14. If not, to which of the following agencies or causes do you attribute your retarded development or advancement?
Inherent qualities
Home training
General education
Business education
Environment and working conditions in your office
Distracting noises, such as machinery, etc.
Too many outside interests
Frequent changing of work
Lack of up-to-date equipment
Disagreeable office surroundings (in what respect are they disagreeable?)
15. In your experience have you found that employers prefer to leave the following to the stenographer?
Punctuation
Paragraphing
Correcting inadvertent errors in grammar and improving diction
Layout and form of letters

16. In cases where you are not sure of your notes, which of the following methods does the average employer wish you to follow?
Ask the dictator what he said
Supply what your notes indicate, whether it seems, to you, to make sense or not.
17. Of what duties does your day's work consist?
How much time do you spend taking dictation
How much time do you spend transcribing
How much time do you spend in copy work
How much time do you spend in general office work (such as answering telephones, interviewing callers, etc.).
18. What are your regular hours?
19. Do you think these hours too long? If so, why?
20. Are you ever asked to work overtime?
21. If so, are you paid for overtime, or given an equivalent amount of time off to compensate?
22. Do you object to using dictating machines? If so, why?
23. Are you making any effort in your margin of free time to improve yourself and to increase your efficiency in your particular line of work, such as
Attending night school
Reading good literature
Keeping posted on current topics, etc.
24. Has your employer ever commended you for doing good work, or pointed out to you your weak points and made suggestions as to what you might do to overcome them?
25. What do you consider constitutes an ideal stenographer?
26. What do you consider constitutes an ideal stenographic position?
27. What is the highest salary and type of position you hope to attain?
(Use other side if you wish more space for answering questions)

QUESTIONNAIRE TO EMPLOYERS OF STENOGRAPHIC HELP

(Please answer and return promptly to Chamber of Commerce)

1. Have you used stenographic help sufficiently to have formed an opinion as to its average proficiency?
 2. What means do you employ to secure stenographers?
 3. Do you find it necessary to try out a number of applicants before you find a satisfactory one?
 4. How many stenographers do you employ?
 5. Do you specify any particular age or age limit, or is this question immaterial to you?
 6. What are the duties of your stenographic help besides taking dictation and transcribing notes?
 7. Please state minimum and maximum salaries paid your stenographers.
 8. Do you consider your present stenographic force or those you have employed or tried out previously, capable of handling your work satisfactorily? Please divide them into classes, giving percentages.
- | Poor | Fair | Good | Excellent |
|--|------|------|-----------|
| 9. If your stenographic help is and has been unsatisfactory, to which of the following conditions or agencies do you attribute it? | | | |
| Inherent qualities, or lack of certain qualities | | | |
| Home training | | | |
| General education | | | |
| Business education | | | |
| Business experience before entering your office | | | |
| Environment and working conditions in your office | | | |
| Number and character of outside interests | | | |
| 10. Please check points in the following list in which you have found stenographic help the weakest—numbering the weakest No. 1, the next weakest No. 2, etc. Indicate thus (X) those which you consider most important. | | | |
| Speed in taking dictation | | | |
| Reading notes back to dictator at time of dictation | | | |
| Speed in transcribing | | | |
| Spelling | | | |
| Neatness in work | | | |

(Continued on next page)

- Punctuating
 - Paragraphing
 - Layout and form of letters
 - Composing simple routine business letters
 - Composing important or unusual letters
 - Following verbal instructions
 - Spirit of co-operation with other employees
 - Loyalty and trustworthiness
 - Personal appearance
 - General good judgment and common sense
 - General office work, such as meeting people and answering telephone tactfully, etc.
11. When a stenographer is not sure of her notes, do you prefer that she come back to you for help, or use her own judgment?
Further, do you allow her the latitude of improving diction or correcting inadvertent errors in grammar?
 12. Do you make use of dictaphone machines in your office?
 13. Is it your experience that stenographers dislike to use them? If so, why?
 14. What are your office hours for stenographic help?
 15. What do you consider constitutes an ideal stenographer?
 16. In view of your experience with stenographic help, what would you suggest as a means of raising the plane of stenographic efficiency generally?

A careful analysis of the replies to these questionnaires was made by

Analysis of Replies

a subcommittee which was known as the Test Committee. The final test papers were worked out on the basis of these answers. No tabulation of replies is given here, since a careful examination of the test papers used will reveal the results of this questionnaire very clearly.

The thoroughness with which this project was carried out is indicated by the various steps

Preliminary Arrange- ments

that were taken to insure a complete analysis of the stenographic job and a fair test to determine qualifications for it.

A preliminary meeting was held at the Y.W. C. A., to which all stenographers were invited, through the press and otherwise, to consider details that might affect those who wished to enter the test. More than 150 stenographers attended this meeting. Among other things it was decided that Saturday afternoon would be the best time for holding the test and that

the East High School would be the most convenient place.

A small subcommittee was appointed to prepare the actual test papers after the basic principles and scope of the test were determined upon. This was done to insure secrecy and prevent "leaks" to entrants.

Sample test papers were prepared and tried out on selected stenographers by their employers, often without their knowledge, to determine their fairness, the time necessary to write each test, and other important details.

A subcommittee to secure a sufficient number of business men and others to give the test was appointed. A preliminary meeting of these dictators was held at the Chamber for the purpose of instructing them in their duties. All were big business men who deemed the enterprise worthy of their support.

A subcommittee to decide upon a basis for rating the papers, to examine the papers, and to rate the entrants was appointed. This committee, like all the others, consisted of business men and one commercial educator.

When all preliminary arrangements were made, stenographers were invited to enroll for the test. A letter was sent to all who enrolled, telling where the test was to be held, what arrangements for typewriters, etc., had been made, at what time the event had been scheduled, and other items of interest to those who were interested.

Stenographers were permitted to bring their own machines. Two hundred machines were on hand, however, to accommodate those who preferred not to do so. These machines were furnished by the typewriter companies and the board of education. Each entrant was furnished the kind of machine he desired. To accomplish this result entailed much hard work. There were over 200 entrants. Fifteen "office" rooms were used. To avoid delays, typewriter repair men were on hand through the courtesy of the typewriter companies. This arrangement saved many from being disqualified by the time limit through machine trouble.

Twenty-three "dictators" were secured for the giving of the actual test. These men were

Prominent "Dictators"

representative of the best business firms in this city of 300,000 people. There were high officials in the Railway and Light Co., presidents of insurance companies, sales manager of a large button manufacturing company, a cashier and a vice president of two large banks, a prominent lawyer, a steel manufacturer, the manager of a large stamping company, and other prominent manufacturers. Again this is an answer to the oft-repeated query, "Can business men be interested in educational problems?"

[To be continued]

Have You Entered? It's Time!

YOU may, of course, have received an announcement from Mr. J. N. Kimball direct, about the 1921 type-writing contests, but, then, again, you may not, so we are passing on the information he has sent us.

The New England Cup is to be contested for April 4 at seven o'clock in the evening, at Mechanics Hall, Boston.

The California State Cup contest will be held at the Los Angeles Business Show, April 25.

The Chicago Circle Cup contest will come off at the Business Show to be held at the Coliseum at Chicago, September 19. Gregg School is figuring on keeping that cup, but they won't mind a good fight for it!

And, of course, there is the big International Championship coming off at the New York Business Show in October.

Plans are being made, too, for a contest open to the entire Northwest to take place at Seattle in September, and the Southern states will probably start the ball rolling down that way at New Orleans.

Besides these there will be more State Contests than ever this year. Connecticut led off, with a contest at Bridgeport, February 26, and May and June will see the events in Wisconsin, Kansas, Michigan, Indiana, North Carolina and a number of other places we have not heard from definitely yet.

You see, it behooves us teachers to lose no time in preparing and entering our students for these contests, and there is nothing like a contest to work up the pupil's enthusiasm and stimulate progress in the classroom!

EDITORIAL COMMENT

On Sundry Topics

The Adjustment Period

SEVERAL of our good friends in the school business, apprehensive perhaps because of changing conditions, have asked us lately, "What are the prospects? What are the other schools doing?"

Our answer is that our business—which is a pretty accurate barometer of conditions in the business school field—was 25 per cent better in 1920 than it was in 1919, and 1919 was at least that much better than 1918. In the language of Wall Street, we are extremely "bullish" on the situation. The people were never more eager for practical education than they are to-day, and this extends all the way up the line from the youngster in grammar school to the older men and women in business who see a need for specialized training, based upon a broad, fundamental background.

We are going through an adjustment period, as everyone recognizes. During the last years of the war and the years following, business literally forced itself upon everybody. It was a buyer's market. Salesmen had to do nothing but take orders. They did not have to go out and exercise their wits and their knowledge and their good straight-from-the-shoulder selling talks to do business. They did not have to stimulate business; the stimulation was already there. We remember the times when many of the big business schools, to say nothing of the small ones, made a point of the large number on their waiting lists.

Those were the golden days! War-time activities were making a tre-

mendous demand for stenographic help, and the schools were packed. Somehow, many schools seemed to think that this condition was to continue forever. Because it has not, some are alarmed.

War-time business was to a great extent superficial. The stress of the period permitted a lowering of standards from those demanded in normal times. Both the great need and the reduced efficiency of the individual emergency worker required an increase in the personnel of business which stimulated enrollments in the schools.

Normal times will bring back higher standards. The inefficient will be discarded and placed under the necessity of qualifying themselves adequately to regain entrance into business into which they were drawn by abnormal conditions. To some extent the surplus of war workers will drop out of employment; some will shift to other fields of industry; many of those who remain in commercial work will be compelled to get, now, the training they would have required under normal conditions to give them access to the positions they hold. This back-wash of the war will be of very material consequence to the schools.

New business will be on a different and much more satisfactory plane. The term of instruction will average longer, because business will again demand greater competence of beginners. Other conditions, partly produced by the war and partly the ordinary development of commercial education, will operate to further extend the instruction term. Educational progress has been slow during our



EDITORIAL COMMENT

On Sundry Topics

"boom times." But ideas have been germinating, and we should now see the development that has been retarded during these years of pressure worked out the more quickly because of the retardation. We have to give expression to several years' growth in one, and the *expansion* should, to a considerable extent, follow the release of the high pressure, absorbing the capacity that is made available by the recession in demand for training in first principles, by enlargement of courses and fuller treatment of subjects.

The school business reverses the rule of ordinary merchandising, in that it is best when the "turn over" ratio is low. A hundred students carried through the year makes a better school than two hundred held for a half year—the same income, lower operating expense, and a better product.

The outlook for business schools was never better than it is to-day. A slackening in the business pace is to a considerable extent self-compensating—it gives those who need it a lull in which to prepare for a better job. It puts the proper premium on training, which "boom" times tend to reduce, and this turns the tide toward the schools that offer that training. What matter though the schools, like other businesses, must be up and doing! The order-taking days are past; let us now do some selling!

△ △ △

New Offices in New York

OUR NEW YORK offices are now located at 285 Fifth Avenue, corner of Thirty-first Street, in the

Textile Building, just completed. Five years ago we moved from 1123 Broadway to 77 Madison Avenue in order to secure larger space for our rapidly growing business. It was soon necessary to enlarge the original space at 77 Madison Avenue by the addition of part of another floor; still we were handicapped by lack of space. Our present offices give us twice as much space as we had at the old offices and provide a reasonable margin for expansion.

Some idea of the tremendous growth of the business in the East may be gained from the fact that when we opened the New York offices thirteen years ago there was but one city in the Empire state teaching the system in its high school. Since that time one hundred eighty cities in New York alone, in addition to a majority of the private business schools, have adopted the system.

Two years ago, owing to the expansion of the business in the New England states, it became necessary to open an office in Boston. In October last we established an office at 7 Garrick Street, London, under the management of Mr. A. A. Bowle, formerly of the New York office, to take care of our business in Great Britain, which has been growing very rapidly in recent years, and while the opening of these offices has relieved the pressure, the business of the New York office has doubled in volume.

The Textile Building is a modern fireproof structure, sixteen stories in height, extending from Thirtieth to Thirty-First Street on Fifth Avenue and back halfway in the block. It

is one of the handsomest business buildings on Fifth Avenue, is in the heart of the publishing district, and only a few squares from the center of the retail shopping district, easily accessible to all subway and surface lines and the terminals of the New York Central and Pennsylvania Railroads.

Our offices and shipping department are located on the twelfth floor, and receive light from three sides. The offices have been arranged to give the greatest efficiency in all departments. All teachers who visit New York are cordially invited to make our offices their headquarters while in the city.

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Coming! Eastern Commercial Teachers' Convention

THE next annual convention of the E. C. T. A., of which a more extended announcement will be found elsewhere in this issue, will be held at the McAlpin Hotel, New York City, during Easter holiday week.

We just want to say a word to those who have never attended a convention; and to those who always attend if it is possible to do it: go to this one; it will be one of the biggest events in your professional life. It will open your eyes to the value of conventions, as nothing else could. The meetings will be of equal benefit to teachers in private and those in public commercial schools.

The convention in New York always draws a big crowd, teachers from all parts of the East avail themselves of the Easter holidays to visit the big city and combine business with pleasure.

And, by the way, the new offices of the Gregg Publishing Company,

285 Fifth Avenue, corner of Thirty-first Street, are just two blocks from the McAlpin Hotel, where the convention will be held. Drop in and see our new quarters between sessions!

▲ ▲ ▲

Changes in Our Organization

THE RAPID extension of our business, and the new problems as well as the increase in volume it has brought about, has necessitated some changes in our organization to make possible greater concentration of effort on certain phases of the work.

Mr. Rupert P. SoRelle, since 1914, general manager of the Gregg Publishing Company, has been elected a vice-president, and will now give his attention particularly to the production end of the business.

Mr. Hubert A. Hagar, who became General Sales Manager three years ago, after having been manager of the Chicago office for a number of years, has been appointed General Manager.

Mr. Guy S. Fry, former manager of the New York office, who has been for three years the business manager of the *Gregg Writer*, and of the *American Shorthand Teacher*, with offices in Chicago, has been made Comptroller of the company, and will be located at the New York offices.

The new business manager and managing editor of the magazines is Mr. Charles Lee Swem, who has for the past eight years been personal stenographer and official reporter to President Wilson. Mr. Swem had many flattering offers from other sources, but decided to join our forces again on March 1, when he will take up his new work at Chicago.

Joseph Stone Dickey

THE DEATH of Joseph Stone Dickey in January takes one of the great leaders from the commercial teaching profession, a teacher and a teacher of teachers who will be mourned by all who knew him—and the circle is wide, for his work has touched all parts of the country through the great business training college at Bowling Green, Kentucky of which he was president

Mr. Dickey was born at Glasgow, Kentucky, and received his education in the public schools and at the Southern Normal School of Kentucky, and at the National Normal School at Lebanon, Ohio, from which he secured the A. M. degree.

He devoted his whole life to teaching, beginning at Hardinsburg, Kentucky, where two prominent Kentuckians, Dr. Milton Board and Judge John P. Howell, were among his pupils; then after his marriage going to Lewiston, Mississippi, where he and his brother, L. T. Dickey, conducted a college for several years; and later establishing a private school at Asheville, N. C.

In 1899 Mr. Dickey went back to his Alma Mater, the old Southern, now the Western Kentucky State Normal, to teach classical subjects, but when Dr. H. H. Cherry became president of that school, in 1907, Mr.

Dickey, with Mr. J. L. Harman and Mr. W. S. Ashby, purchased from Dr. Cherry the Bowling Green Business University and entered on his great work there.

He and his associates saw the need for a school where young people could prepare for high-grade commercial positions, and under Mr. Dickey's leadership their progressive ideals have been realized in a school

that serves not only the South, but whose graduates may be found throughout the country.

Bowling Green Business University was one of the first to offer training for commercial teachers, and hundreds of our commercial teachers owe much of their success to the inspiration and training received there.

Mr. Dickey did not confine his activities to the school, however, but gave himself

enthusiastically to the broadening of the commercial education field through teachers' organizations. He has for years been prominent in association circles, and had just completed a term as president of the National Commercial Teachers' Federation. The very successful convention at Cleveland in December, marks the last public appearance and professional service of this widely known and universally loved teacher and school executive.



JOSEPH STONE DICKEY

Late President of Bowling Green Business University

PERSONAL NOTES SCHOOL NEWS

About Our Fellow-Teachers

From Near and Far

Tulsa, Oklahoma, to Seattle, Washington, was the move Miss Helen Impehoven made this year. She is now with Queen Anne High School.

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Lee C. Ball has gone west, too, as instructor of accounting in Oregon Agricultural College. Mr. Ball has been at the high school at Bridgeport, Illinois, for several years.

▲ ▲ ▲

R. W. Decker, one of the teachers who made a reputation at the school conducted at the Panama Pacific International Exhibition in 1915, goes to Stockton High School as an associate of C. W. Kitt.

▲ ▲ ▲

It was a great surprise to receive a postal from China the other day from Miss Mary E. Lathrop. She is doing stenographic work, she writes, for the National Committee of the Y. M. C. A., at Shanghai. Quite different from teaching pothooks at the Madison High School, but we should not wonder if she would some of these days join the staff of the school on Szechuen Road, there, which her card says is teaching Gregg, and she would be no less successful in instructing the Chinese in the circles and curves than she was the Wisconsin students! It's only a guess, you know, but, somehow, teachers generally do come back to the ranks.

▲ ▲ ▲

Renton, Washington, High School has a new principal and a new commercial teacher both—Mr. C. R. Holbrook and Mr. W. L. Gross. They came together to Renton last fall from the high school at Auburn.

[See pages 229 and 236 for additional School News and Personal Notes.]

A NUMBER of interesting reflections of school activities at Bliss College, Columbus, Ohio, are contained in the January 26 *Mirror*, a newsy eight-page paper issued by the students. Chief among the items is the announcement of the introduction of a Normal Course at the college covering eighteen weeks' training in both normal and commercial branches. The course is open to graduates of first-grade high schools or those having equivalent training, and leads to a Normal certificate recognized by the State Department.

Mr. Orris E. Duff is in charge of the new department. Mr. Duff's twenty years' teaching experience in the country schools, in college, as township superintendent, high school principal, and as city school superintendent, give him a remarkable background for his new work and assure the students of the new course sound, practical training. Mr. Duff's own training was received at Ohio Normal University, Lima College and Wittenberg College, from which he obtained the B. A. and the P. Ped. degrees.

▲ ▲ ▲

Lancaster Business Institute, St. Paul, has been purchased recently by Mr. J. L. Stephens, and the name has been changed to Lancaster Business College. Just prior to purchasing Lancaster, Mr. Stephens was for several years operating Twin City Business College (St. Paul), with his brother, W. P. Stephens, and had previous to that been president of Lincoln, Nebraska, Business College for ten years.

Notes on Lessons in Gregg Shorthand—No. VII

BY WILLIAM WHEATCROFT

The Blends

THEORY

I.—ALPHABETIC BLENDS

A blend is formed when two strokes join naturally without a break

II.—SPECIAL BLENDS

- (a) Ten, Den
- (b) Tem, Dem
- (c) Ent, End
- (d) Emt, Emd
- (e) Def-v, Tive
- (f) Jent-d, Pent-d
- (g) Men, Mem
- (h) Ted, Ded, Det
- (i) Ses, Sus
- (j) Xes

III.—BLENDING AND WORDSIGNS

The special blends provide useful wordsigns.

IV.—BLENDING AND PHRASING

The blending principle is applied in phrasing.

Notes on Lessons in Gregg

By WILLIAM WHITNEY

The Blend

BLACKBOARD SKETCH

I.

II.

ALPHABETIC FORMS	BLEND	EXAMPLES
	ten, den	tense guidance
	tem, dem	temple
	ent, end	rent blend
	emt, emd	exempt doomed
	def-v, tive	defense devour
	jent-d, pent-d	primitive
	gentee	gender
	diligent	pendant
	stipend	
	men, mem	menthol membrane
	freshman	
	ted, ded, det	stead wedded
	ditto	dedicate
	noted	
	ses, sus	lances praises
	sustenance	census
	fix	fixes
	mix	mixes

gg Shorthand—No. VII

WHEATCROFT

ends

BLACKBOARD SKETCH

III.

BLEND
































WORDSIGNS

 attention
 time
 to-morrow
 and
 hand
 different-ce
 definite
 gentlemen
 date
 duty
 system
 society

 between
 beforetime
 end
 difficult-y
 devote
 did

IV.

BLEND























PHRASES

 to know
 at any
 to make
 my time
 in due time
 in my time
 to-day
 to drain

 ought to know
 at any time
 in due course
 in my case
 to do

Notes on Lessons in Gregg Shorthand—No. VII

BY WILLIAM WHEATCROFT

The Blends

OBSERVATIONS

I. Write on the blackboard the pairs of curved strokes here shown and draw attention to the fact that many of the alphabetic signs—strokes and vowels—form with one another graceful, speed-giving blends. The fundamental basis of Gregg Shorthand is to avoid anything but facile and legible combinations. Such joinings as form an obtuse angle have a tendency to lose the angle when written with any degree of facility. To ignore this tendency in a "free-arm" system of shorthand, featuring longhand writing, would be folly, and the alphabet has been so constructed as to take advantage of the tendency to slur obtuse angles, the characters involved being allocated with a view to the production of the "blended consonants."

II. (a), (b). Write on the blackboard the signs for *t-n*, *t-m*, and demonstrate the natural tendency of the hand to "slur" the angle, and to allow the lines to form a curve. Notice that the length of the curve is determined by the *n* or *m*; the blend containing *n* is shorter than the one containing *m*. Compare the slope of *ten*, *den*, *tem*, *dem*, with that of *p*, *b*, and the sizes of *th*, *ten*, *dem* (See *Speed Studies*, p. 43). Insist on students calling the signs by syllabic names. Plate 25, lines 1 and 4, should be practiced, the strokes curving a little more at the beginning than at the end. Then practice lines 2, 3, 5, 6, observing possible "faults." Minor vowels may be included in the blend, but strongly accented vowels and diphthongs are inserted.

The following words are typical of the syllables indicated by these blends: TN, DN—*tinsel*, *typewritten*, *velveteen*, *tangerine*, *captain*, *button*, *nicotine*, *dingy*, *guidance*, *hidden*, *ingredient*.

TM, DM—*temper*, *timid*, *tomato*, *dictum*, *costume*, *esteem*, *lifetime*, *damask*, *domicile*, *addendum*, *redeem*, *tedium*.

Monosyllables, however, are more legible if not represented by the blend, as in *tan*, *tame*, *team*, *thyme*, *tiny*, *tone*, *tune*, *dean*, *dame*, *dim*, *deem*, *deign*, *den*, *dune*, *din*, *dine*. Preference is given to the straight blend in *domain*, *stamina*, *adamant*, as vowel is clearly sounded.

(c), (d). *Nt*, *nd*, *mt*, *md* should be dealt with in a similar way to (a), (b). Plate 26, lines 1 and 5, followed by lines 2, 3, 4, 6. The initial syllables containing *nt* are mostly provided for in the Prefixes without resorting to blends.

Note:—(1) Vowel preceding blend is seldom omitted, except at the beginning of a word, as in *empty*, *endow*, *endure*, *entail*, *entice*, *entity*, *entry*, *entwine*, *integration*, *intestine*, *India*. (2) Vowel is inserted in *aunt*, *ant*, *antler*.

When a word contains both *ten* or *den* and *nt* or *nd*, the former is preferred as it gives a forward movement. Take the word *sentence*. Here we have both *nt*, *in*; therefore the latter is used. Give students a drill on the use of the two forms with the following words, *tend*, *attend*, *phantom*, *sentinel*, *tandem*.

(e) As in (a), (b), (c), (d), demonstrate the obscure angle formed by *d-f*, *d-t-v*. The first consonant in the blend decides the direction. Note "def," "dev," generally occur at the beginning of words as in *define*, *devise*, and "tive" at the end, as in *primitive*. Plate 28 contains ample material for fixing this blend and

anticipating "faults." Walk round the class while students are writing the blends and give hints on individual faults, and show general faults by use of blackboard. Practice the word-sign for "this" and the "dev" blend for proportion. May represent *tiff*, as in *cailiff*, *mastiff*.

(f) The first element decides the direction. Plate 29, Drill 1. Note that the chief faults in the execution of this and the preceding blend are (1) making the curves too flat; (2) failure to curve at the beginning and end, thus leaving opening too wide; (3) improper slant.

(g) Practice *n*, *m*, *mem*, to get correct proportion. Plate 27, lines 1, 2, 3, 4. This blend may be used for varying vowels:—*mammoth*, *maintain*, *ptomaine*, *almanac*, *mend*, *menial*, *memorize*, *ammonia*, *homonym*, *mundane*, *mimic*, *minnow*, *jasmine*, *alimony*. Monosyllables are not represented by the blend: *maim*, *mane*, *mean*, *mien*, *munch*, *mine*, *moan*.

(h) Practice *t*, *d*, *ted* for proportion. Plate 27, lines 5, 6, 7. Note the various vowels and diphthongs allowed in this blend: *seated*, *rapidity*, *matador*, *elucidate*, *wedded*, *duty*, *custody*, *anecdote*, *cadet*, *study*, *studious*, *to-day*, *radiator*. Observe the writing of *dote*, *dud*, *dude*, *teed*, *toad*, *tide*.

(i) The *ses* blend is sometimes called the *ses* wave. Best executed when curvature is not too deep. Remember that the first *s* may become obscure, and yet the second *s* clearly indicates the plural form. Drills 3 and 4, p. 46. Plate 30 "Faults" indicate the points which teacher should anticipate, and look out for, in going round class during the "drills."

(j) Give words in pairs and note that the *xes* should curve outwards. Drill 5. All "drills" and "plates" must be executed BEFORE working textbook or other exercises. This will insure greater accuracy and relieve considerably the question of marking exercises.

III. These word-signs are best learned if given in groups according to principles involved.

IV. Here, again, grouping under blends facilitates memory work.

BUSINESS LETTERS. At the end of Lesson 7 in *Speed Studies* there are six letters in shorthand. These should be read by students; the vocabulary at the foot practiced as "drills"; finally the letters should be slowly dictated, students to correct from shorthand and write out corrections.

Obituary

Anna B. Carman

THE MANY friends and fellow-teachers with whom she has been associated, will learn with deep regret of the sudden death of Miss Anna B. Carman, of New York City, at Lenox Hill Hospital on January 15. Infection in a slight cut on one of her fingers resulted in blood poisoning, and everything that could be

done was unable to save her life. She died a few days after being taken to the hospital.

Miss Carman was not only well known in New York City, where she taught for a number of years in Hebrew Technical School for Girls, and for the past three years in Julia Richman High School, but is widely

known outside for her work as a lecturer on shorthand, typewriting, and office training at New York University during the summer normal session of 1918 and at California University during the last two summers. She had teaching ability of an unusual order, combining the rare faculties of a thorough knowledge of her subjects and a personality that won her students to her immediately.

She went to the Julia Richman High School at a time when Gregg Shorthand was just being introduced—she was its first teacher—and by her great tact, personality, splendid ability, and devotion to her profession she won the friendship and admiration not only of every teacher in the school, but of the principal and the students. The results achieved by Miss Carman led to the almost immediate extension of the system in the school.

Miss Carman was recently elected president of the Gregg Shorthand Teacher's Association of New York City and had just begun her term of office. At the meeting of the Association on February 19, a memorial service was held.

The following tribute was sent to Miss Carman's family in Baltimore by the faculty and students of the Julia Richman High School:

We, who were associated with Miss Anna Carman in her work in the Julia Richman High School, have lost by her death a delightful and beloved comrade. The school has lost a progressive and expert teacher, her pupils a wise and sympathetic friend.

The rare generalship with which she gave the service of her clear mind and cordial spirit will remain a deathless inspiration to us, though she has gone to "join the choir invisible of those immortal dead who live again in minds made better by their presence."

The funeral was held at the home of her brother, Mr. Sylvester S. Carman, 1002 Eutaw Street, Baltimore.

Wilson's Modern Business College Graduates Twenty-Sixth Class

EXERCISES marking the twenty-sixth anniversary commencement at Wilson's Modern Business College, Seattle, were held the first week of February. A handsome program printed in green and gold and red was issued to outline the events of the week. Festivities opened Thursday evening, February third, with the anniversary ball at Knights of Columbus Hall. The following afternoon gold medal contests in shorthand, typewriting, and rapid calculation, a blindfold typewriting contest, and contests in operating adding and calculating machines took place at the college. One of the adding contests, which must have been of unusual interest, was the machine against mental addition. Class-day exercises took place at the school on the evening of the eighth, and the formal graduation the following Thursday evening. The Director of the Seattle Public Schools, Mr. Carl E. Croson, made the graduation address.



NUMBERLESS PAGES

Some queer old maid, back in '73, I suppose, invented the intriguing fashion of beginning her letter, say, on the posterior or obverse or whatever you call it side of the folded sheet and then jumping to page three for the second page, thence skipping kittenishly back to page one for the third, etc., etc., per omnia saecula saeculorum. I quote briefly from such a letter—no page numbered, you know, for that wouldn't be sufficiently spinstersh:

"* * * I have been suffering with (turn over) * * * treatments by a well-known specialist. (Foot of page one) * * * I would like to take (turn over) scalp disease for four years. (Foot of page four) * * * I am a great admirer of (turn over) such awful corpulency."

Now I ask you, ain't it just grand to puzzle over a thing like that? To be fair to the sex, let me add that the letter was written by an old maid named John.—*Chicago Daily News*.

CONVENTION PARAGRAPHS

News from the Various Teachers' Associations

THERE will be a conference of commercial teachers at the Indiana State Normal School, Eastern Division, Muncie, Indiana, Saturday, March 12, beginning at ten o'clock in the morning. Round-table discussions on methods of teaching, courses of study, and standard equipment for commercial departments make up the morning and afternoon programs. At a noon luncheon in the school cafeteria the teachers will be addressed by a prominent business man on "What the Business Man Expects of the Graduate of a High School Commercial Department." This conference, the first of its kind in the state, is being held under the auspices of the Eastern Division of the State Normal. Much good will come in this meeting in a *family* way, and a good attendance is expected.

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Reports of two conventions held in November and December have just been received, the annual meetings of the South Dakota Commercial Teachers' Association, held at the Northern Normal and Industrial School at Aberdeen, November 22 and 23, and the Arizona State Teachers' Convention in Phoenix, December 28-30.

The program at Aberdeen included the following addresses and discussions:

"A New College Degree," *Charles H. Worf*, head of the commercial department of the Northern Normal and Industrial School.

"Do Stenographers as Graduated by the Different Schools Meet the Requirements of the Business Firms?" *Ben B. Lawshe*, of the Dakota Farmer Publishing Company, Aberdeen.

"Character Reading as Applied to Sales-

manship," *P. A. Cooley*, High School, Mitchell, South Dakota.

"Standardization of Commercial Courses," discussion led by *Miss Dorliska Crandall*, Pierre, South Dakota.

The officers elected were, *Miss Etha Burnham*, Northern Normal and Industrial School, president; *Miss Alta J. Day*, Madison, South Dakota, High School, vice-president; *Miss Ethelyn Bailey*, Midland, South Dakota, High School, secretary-treasurer.

The association will meet next year at Huron, November 23, in connection with the meeting of the South Dakota Educational Association.

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We learn from *Mrs. F. E. Raymond*, manager of the San Francisco office of the Gregg Publishing Company, that seventeen hundred teachers were in attendance at the Christmas meeting of the Arizona State Teachers' Association.

Dr. Elwood Cubberly, head of the School of Education, Leland Stanford University; *Dr. Henry Suzzalo*, president of the University of Washington; *Miss Elizabeth McCrickett*, of Ypsilanti, Michigan, Normal College; State Superintendent *Elsie Toles*; President *A. J. Matthews* of the State Normal, and other interesting and live educators were on the program.

The keynote of the convention was struck by *Dr. Cubberly* when he stated: "The teacher should be as large as the class itself; should become a leader in the community and aid in the development of the community spirit. We should strive to transform our schools from mere

places to gain book knowledge into intellectual centers."

Arizona intends to rank second to no state in the Union, Mrs. Raymond is assured, and that she will soon gain her wish is the belief of all those at the Big 29th Session of the Arizona State Teachers' Association.

The organization will be represented at the July meeting of the

National Education Association, in Des Moines, by President A. J. Matthews of the Normal. Superintendent W. P. Bland, of Globe, and Superintendent J. D. Loper, of Phoenix, the delegates chosen.

The 1921 officers elected are:

President: Superintendent H. E. Hendrix, Mesa

Secretary: Miss Dorothy Gregg, Bisbee

Treasurer: Principal D. M. Hibner, Safford



Eastern Commercial Teachers' Association

Plans Meeting at New York City, March 24, 25, 26, 1921

IT is not too early to make your plans to attend the E. C. T. A. meeting. Don't be among those who delay until the last minute and then find some difficulties to contend with.

No city in the world can match New York in hotel facilities, but even in New York there are not an unlimited number of rooms at the minimum rate. Those who make their reservations early, either at the McAlpin, which will be headquarters, or at some other hotel, will find no difficulty in getting suitable accommodations at a moderate price. Hotel list will be sent out soon.

1. "The Place of Commercial Education in the Continuation School."

Special Phases of Commercial Education Program

The solution of this problem is of importance to every commercial educator and to every public and private business school principal.

2. "Lessons which Soldier Rehabilitation Has Taught Commercial Educators." Over 20,000 handicapped

soldiers have been given vocational business training under the direction of the U. S. A. Uncle Sam was in the market for a great variety of business training courses, but he found a scant supply to choose from. A bigger army of young men and women daily seek the kind of training that meets their own peculiar requirements and find only certain familiar and often inappropriate courses to choose from. Speakers on this topic will tell what has been learned about this matter to date.

3. "Restoring Lost Earning Power Through Training." As an outgrowth of soldier rehabilitation, vocational training is to be made available to all physically handicapped people everywhere in the country. This is bound to be one of the greatest educational movements in the history of mankind. It is bringing a new demand for commercial education. Come to the meeting and learn what you, as a commercial teacher or school principal, need to know about this great undertaking.

4. "What Recent Commercial Occu-

pations Surveys Have Taught Public and Private School Commercial Teachers." Fifty cities have studied their own business employment problems very recently. If you think all of our business training needs are being met, you ought to be right up on the front seat at this meeting.

5. "Commercial Teacher-training—Many Varieties in Schools and Colleges, Public and Private." Many kinds of commercial teachers are needed for widely different jobs. Many teachers now teaching want extension work that will make specialists of them. Every commercial educator is interested in this problem and many different sides of the question will be discussed.

William Ettinger, Superintendent of Schools of New York City, Howard C. Smith, of Hathaway, Smith & Foulds, chairman of the Education Committee of the New York State Chamber of Commerce, W. S. Kies, of Aldred & Co. former Vice-President of the National City Bank, and others of the same standing will give professional and inspirational addresses.

Of course the Executive Committee decided on round tables as a part of the program. How

Round Tables could it do otherwise with the memory of last year fresh in mind?

There will be the following numbers on this part of the program:

"Training the Stenographer." It will be taken for granted that shorthand and typewriting are well-taught, but the other factors in this job will be discussed right down to the last detail.

"Training for Office Positions other than that of Stenographer—but including that of Bookkeeper." One author says there are 335 business positions. Time will not permit discussion of them all, but the more common ones will come in for attention.

"Training for Store Positions." The biggest single opportunity for extending business training

to meet the requirements of the largest group of commercial workers in the U. S.

"Business School Managers' Round Table Conference." They are not going to discuss "soliciting," or "tuition rates," or "combination for mutual protection," etc., either. They are going to tackle the real new problems of the day, the solution of which will decide the future prosperity of all good private schools.

"Penmanship." What would a convention amount to that didn't get the penmen together for the usual professional love-feast?

"Business English—The Biggest Supporting Subject in Commercial Education." This subject alone, is common to all business training courses. It requires much further discussion to insure that it is fully appreciated.

"Business Mathematics—Elementary and Advanced." More educational sins are being committed daily in the name of business arithmetic than can be punished in the life time of any of us. Here's where an attempt will be made to stabilize and vitalize this most important subject. Come and bring your hatchet.

The Committee on Entertainment, with F. L. Mark at its head, has been continued for this year—sufficient guaranty of a good time socially. Come and see for yourself!

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School News

(Continued from page 220)

The College of Business Administration, of Lehigh University, Bethlehem, Pennsylvania, announces that credits will be given toward graduation for the subjects of shorthand, typewriting, and bookkeeping.

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A Saturday morning class in Gregg Shorthand for Boston high school teachers is being conducted by Miss Marie M. Duggan, of the College of Secretarial Science, of Boston University. There were forty-four enrolled for the course, Miss Duggan says, many of them Pitman writers.

DICTATION MATERIAL



to Shorthand Plates in
The GREGG WRITER

A Tale from a Log Mill

(Continued from the February issue)

What luck! If he could lock the car, get the key, take⁶⁸⁰ it to Mr. Dolan, Big Ben could not move the log.

Could he believe it? The key shone in the lock before him, Don locked⁶⁷⁸ the truck. He took the key! He put it in the pocket of the tan coat he wore! Oh, but Don ran after he had⁷⁰⁰ the key—he ran up the trail to the edge of the cliff at the head of the lake. He would take the trolley-cage⁷³⁵ to the far shore where Mr. Dolan lived.

He came to the little hut from which the cable-cage shot on the trolley far above⁷⁵⁰ the lake. A fall from the cage would kill him. Could he go? But a rough call came to him from the road below. Big⁷⁷⁸ Ben came up the trail to the cliff.

In a flash Don put foot in the cage. He wrenched the rope above him.

The cage⁸⁰⁰ rode on the trolley! It rocked! He clutched the edge. Could he make it? Would he fall? A bullet whirled by him. He felt weak.⁸³⁵ All grew black. What if Big Ben cut the trolley rope? He felt too ill from the rock, rock of the cage, to care much.⁸⁶⁰

But all had grown calm. He could feel the rock of the cage no more. What could it mean?

He knew he had made the⁸⁷⁸ trip!

He leapt from the cage. Quick, but not too quick. A crash! The cage lay on the rock below. The cable had been cut!⁹⁰⁰

A chill shook him. Yet he had to get to Mr. Dolan. He drove fear away and flew to the cabin by the bridge. He⁹²⁵ met Mr. Dolan at the gate.

"Mr. Dolan," Don called. "Mr.

Dolan, Big Ben cut a great tree in the mahogany grove."

"What?" from Mr.⁹⁵⁰ Dolan.

Don told him the tale.

Mr. Dolan ran to the cabin to 'phone for the sheriff. He brought the Dodge on the way back,⁹⁷⁵ picked Don up, tore by the head of the lake to the grove, where lay the cut tree.

A crew from the mill met him¹⁰⁰⁰ here. Don took the key of the auto-truck from the pocket of the coat he wore. He drove the big truck to the log.¹⁰²⁵ The crew put the log on it. Don drove to the mill.

Two of the crew, the sheriff, Mr. Dolan, drove after Big Ben.

The¹⁰⁵⁰ mule-team lay in wait for Don in the shade of the willow tree, by the mill door. Jerry, the lead, had brought it up¹⁰⁷⁵ the road.

When he took the rein, Don made the welkin echo to the call, "Whoa, Jimmy; oh, Billy; ho, Jack; ah, John; whoa, Tom;¹¹⁰⁰ get up, Jerry." (1104)—*Ethel R. Brown, Berkeley High School, Berkeley, California.*

Lesson V

WORDS

Asp, risk, sliver, split, whistle, wasp, whisper, strut, soggy, flask, docile, glossy, Beth, thread, trophies, Augusta, tongs, grievous, craze, sashes, sensation, eclipse, sizzle, dangle, hoax. (25)

SENTENCES

Ethel will wash the clothes with naphtha soap this week. Rufus bought some steel staples for the strips. The theme which he chose for the²⁵ essay that session was based on the story of the Crusades. Everything can be easily fixed for the wedding to take place soon. The explosion⁴⁰

may make the hills ring with echoes. There is to be a speech made by Mr. Edwin in the steel mills. (71)

Lesson VI

WORDS

Hugh, Eunice, gouge, shroud, mice, Diana, zodiac, Aeolian, piazza, scythe, howling, pile, foisted, moisten, hyphen, Goliath, blouse, spoils, nephew, unit, viper, hyenas, puny, Leora, dialog, lithia. (26)

SENTENCES

The boy's necktie was all right. Viola will buy the cameo pin to give to Beulah. The Chinese boys will try to use our books.²⁵ Ah, how very white that fine youth looked who was behind us at the burial of our friend Mayo's wife! The shy Irish maid tried⁵⁰ to view the great falls from an icy spot on the other side. (63)

Lesson VII

WORDS

Tangerine, bulletin, sentry, Easton (Eastern), devotion, gases, Holland, nominee, salmon, ceases, grazes, cinnamon, mimic, denatured, foamed, dedicated, timidity, denial, deft (devote), dimensions, affluent, laces (lasses), detention, talkative. (24)

SENTENCES

Many foxes were caught in the hunt. Optimism in Scranton is attendant upon the wisdom of the people in their attempt to obtain defeat of²⁵ the impending evil of the new bill. As the ocean vessel steamed out of the harbor a gentle wind tempered the intense heat, and the ⁵⁰ women contentedly seated themselves to enjoy the breezes from the seats lined along the deck. (65)

Lesson VIII

WORDS

Artery, dormant, dormitory, orchard, Armenian, concerning, worthily, Verna, satire, mustard, shares, dirt, curdle, invert, Gertrude, pertly, deserters, insurgent, thirteen, servant, concord, consort, warily, thermostat. (24)

SENTENCES

Charlotte was attired in pink charmeuse trimmed with orchids at the wedding of her sister. The clergyman argued about the ordination in an absurd and²⁵ surprising manner. He converted the entire stock of merchandise into cash at an exorbitant profit. Courtesy is indorsed by all firms as of great value⁵⁰ to any concern dealing with the public. (57)

Supplementary Lesson Drills—V

LESSON XVII

A new classification of the specifications has been made and was his justification of the modifications. Judicious speculations added greatly to his wealth. The child²⁵ looked longingly toward the little rocking-horse, but was torn grudgingly away by the expostulating gentlemen. An article in the periodical states that a reward⁵⁰ of fifty dollars will be given to the clerk who formulates the best plan for stimulating action in the sales department. Many technical words are⁷⁵ used in the electrical business. (80)

LESSON XVIII

The proximity of the combustible substances may result in a conflagration. The brevity of his speech and the abruptness of the manner of the great phrenologist, almost²⁵ bordered on brutality. The stenographer was asked to make a mimeographed list of the articles to be used in the domestic science classes. I was⁵⁰ surprised to find a photograph of the atheistic pathologist in a copy of the Political Review. Please arrange these statistics systematically in chronological order. Children⁷⁵ like stories of mythology. (79)

LESSON XIX

After reviewing the book I would suggest that you take up the systematic study of psychology. The application blank was mailed to you last week,²⁵ and we shall be pleased to

have your order at your earliest convenience. I am very sorry to learn of the illness of his colleague,⁵⁰ and hope that he is recuperating rapidly. You must tell us as soon as possible what disposition to make of the order we are holding.⁷⁵ The catalog and price list covering the articles you mention are going forward by this mail. Kindly give us the names of the stockholders in¹⁰⁰ the transportation company. (103)

LESSON XX

The consignment of goods to Mr. L. E. Worcester, of Memphis, Tennessee, was not received until long after date on which it was due to²⁵ arrive. If the climatic conditions are favorable this year, we expect to have a good crop of wheat to put on the market. The Lehigh⁵⁰ Valley Coal Company employs many of the graduates of our school. An extensive and intensive campaign has been scheduled to take place the middle of⁷⁵ May. (76)

Stratford-on-Avon

By Hamilton Wright Maber

The charm of Stratford-on-Avon is twofold; it is enfolded by some of the loveliest and most characteristic English scenery, and it is the²⁵ home of the greatest English literary tradition. Lying in the very heart of the country, it seems to be guarded as a place sacred to⁵⁰ the memory of the foremost man of expression who has yet appeared among the English-speaking peoples.

It has become a town of some⁷⁵ magnitude, with a prosperous trade in malt and corn; but its importance is due wholly to the fact that it is the custodian of Shakespeare's¹⁰⁰ birthplace, of the school in which he was trained, of the house in which he courted Anne Hathaway, of the ground on which he built¹²⁵ his home, and of the church in which he lies buried. The place is full of Shakespearean associations; of localities which he knew in the¹⁵⁰ years of his

dawning intelligence, and in those later years when he returned to take his place as a householder and citizen; the old churches¹⁷⁵ with which as a child he was familiar are still standing, substantially as they stood at the end of the Sixteenth Century; the Grammar School²⁰⁰ still teaches boys of today within the walls that listened to the same recitations three hundred years ago; the houses of his children and friends²²⁵ are, in several instances, still secure from the destructive hand of time; there are still wide stretches of sloping hillside shaded by the ancient forest²⁵⁰ of Arden; there are quaint half-timbered fronts upon which he must have looked; the "bank where the wild thyme blows" is still to be²⁷⁵ found by those who know the footpath to Shottery and the road over the hill; the Warwickshire landscape has the same ripe and tender beauty³⁰⁰ which Shakespeare knew; and the Avon flows as in the days when he heard the nightingales singing in the level meadows across the river from³²⁵ the church, or, mayhap, slipped silently in his punt through the mist which softly veils it on summer nights. (344)

Business Letters

LETTERS OF APPRECIATION

Mr. Bernhard Daniel,
Hotel Belmont,
New York City.
My dear Mr. Daniel:

I have asked the secretary of the Executives' Club to send you a²⁵ guest card. I hope that you will have frequent opportunity of using it.

It is an especial pleasure to return in this way the courtesy⁵⁰ you showed me on my visit to Pittsburgh.

Sincerely yours, (60)

The Sugar Trade Journal,
239 West Twenty-eighth Street,
New York City.

Attention of Mr. E. R. Bell.

Dear Mr. Bell:

I²⁵ appreciate the copy of "Sugar

Refining and Merchandising" which you sent me.

I have read it often and with much interest, and it contains considerable⁶⁰ information that, while known to me, had never impressed me just the way it would the outsider. I was accordingly very glad to note Mr.⁷⁶ Dodge's treatment of the subject.

I believe it will prove of interest and be of real practical value to the man who wants to perfect¹⁰⁰ himself along general lines in the sugar business.

With best wishes for the continued success of your enterprise,

Very truly yours, (121)

My dear Mr. White:

I think that you have a perfect right to ask to be relieved of your labors in the Shipping Board, and²⁶ I feel obliged by the argument you have used to accept your resignation from the Board.

In doing so, however, may I not express my⁶⁰ appreciation of the sense of public duty with which you have served and thank you for the time and labor you have devoted to the⁷⁶ important business of a great instrumentality of the government?

Cordially and sincerely yours, (88)

The Value of Good Manners

By Dorothy Dix

Not long ago I had as my vis-a-vis at breakfast on a dining car, a singularly handsome and attractive youth. He was well²⁶ groomed and had about him that look of alertness, of awakeness, of competency, of being able to make his way in the world, that marks⁶⁰ the young American headed for success.

I was rejoicing in him as a splendid type of young America when the waiter brought in his breakfast.⁷⁶ The young man had ordered fried eggs. He began upon them by slicing a neat

segment of the white from each side of the yolk.¹⁰⁰ This left the yolk of the egg unbroken, and the youth dexterously balanced this upon his knife blade, and, executing a wide sweep with his¹²⁶ arm, proceeded to shoot the tidbit into his mouth with a skill that nothing but long practice could have accomplished.

It was as fine a¹⁶⁰ bit of sword-swallowing as I ever saw, and for tables around every one sat fascinated by the sleight-of-hand performance. Then I sighed¹⁷⁶ and said to myself:

"I know your story now, my young friend. You are a boy who comes from a very humble stratum of society,²⁰⁰ and of poor and uncultured parents. You have exceptional ability and you have raised yourself to your present position by your energy and industry and²²⁶ initiative. But you will not go much farther, and the thing that will hold you is your lack of manners, because no amount of talent²⁶⁰ is going to make people invite a man who eats with his knife to the tables where big things are decided between the soup and²⁷⁶ the demi-tasse."

Then I looked at the young fellow again and marked the perfection of his clothes—the cut of his tweed suit, the³⁰⁰ harmony between his shirt and necktie and handkerchief and stockings, and I thought:

"You have had enough intelligence to observe the way in which successful³²⁶ men dress and to copy their clothes. Nothing could induce you to wear a hat that had a brim a quarter of an inch too³⁶⁰ much or too little or that curved at the wrong angle. And you would be caught dead rather than be found wearing a red necktie³⁷⁶ with a purple shirt.

"I wonder why it is that you have never thought it worth while to imitate the manners of well-bred men⁴⁰⁰ and copy the way they eat and sit and stand, as you do their clothes. Is it because you think a man's manners are no⁴²⁶ factor in his success? Why, they are the most valuable asset that

Rational Typewriting

THE METHOD THAT TRAINS EXPERTS

THE success of Rational Typewriting may be measured by the number of Rationally trained experts. The method has been successful because it is based on the sound psychological principle that all instruction must begin with the easy and advance by gradual stages to the more difficult. In typewriting, as in all education, nothing is so important as the "right star." These well-known experts started right:

H. O. Blaisdell, *World's Champion for 1910 and 1911*
 Emil Trefzger, *World's Champion in 1914 and three times English Champion*
 William F. Oswald, *World's Champion in 1919. Amateur Champion in 1915. American Champion in 1916*
 Gus Trefzger, *Amateur Champion in 1911*
 J. L. Hoyt, *Amateur Champion in 1910*
 Ruth Lewis, *Winner Chicago Circle School Championship, 1919*
 Stella P. Boyden, *Winner California State School Typewriting Contest, San Francisco, 1920*
 Jessie Peoples, *Winner Tri-State School Typewriting Contest, Philadelphia, 1920*
 Louise R. Potter, *Winner New England States School Typewriting Contest, Boston, 1920*

Leads in the Schools

Rational Typewriting is taught in more than 50% of the schools of the country. (See Official Report Addresses and Proceedings of the N. E. A. for 1918, page 240.)

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Rational Typewriting was the system adopted by the Standard Commercial School at the Pan-Pacific International Exposition at San Francisco and was awarded the Gold Medal of Honor by the Superior Jury of Awards.

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THE GREGG PUBLISHING COMPANY

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San Francisco

any man can have. A man's manners make or break him in ninety-⁴⁸⁰nine cases out of a hundred."

I remember a little story that a big business man in New York told me He said:

"We're going to⁴⁷⁶ start a branch of our business in another city, and, of course, it makes a splendid opportunity for the man who is made manager of⁵⁰⁰ it. For a long time we have had in our employ a young fellow whom I have been secretly grooming for the place. He knows⁵²⁵ the business down to the ground. He is energetic and progressive and I thought possessed every quality that we needed for the situation.

"So I⁵⁵⁰ asked him to go to lunch with me one day, intending to make it a little festival for him, and over our coffee to tell⁵⁷⁵ him that the plum had dropped into his mouth. It was the first time I had had any social contact with him, and after the⁶⁰⁰ first spoonful of soup I knew that it was not even possible to consider him for the place. You could hear him eat all over⁶²⁵ the place. He didn't eat, he gobbled. He wolfed his food down like a starving dog. He had not the most elementary idea of how⁶⁵⁰ to handle a fork and spoon, and I realized instantly that I could not send him to represent my firm among cultured and refined people.⁶⁷⁵

"Of course, the boy lost the job. His lack of manners made him impossible, but my conscience isn't clear. I feel that I should tell⁷⁰⁰ him why he missed his great opportunity, and so give him a chance to learn the etiquette of the table instead of going through life⁷²⁵ falling over his knife and spoon."

I commend the consideration of this story to the consideration of all young men and of all parents of⁷⁵⁰ boys.

Good manners are a letter of credit that the world honors at sight. (764)

The Story of George Horace Lorimer

Perhaps you have heard the story of how George Horace Lorimer, for a number of years editor of the *Saturday Evening Post*, got his start²⁵ in journalism. If you haven't, you will be interested in the following story told me a few days ago by a man who is intimately⁵⁰ acquainted with the facts.

When Mr. Lorimer was twenty-two years of age, he was in charge of the southern sales division of Armour and⁷⁵ Company, Chicago, at a salary of five thousand dollars a year. One day he went to the office of Philip Armour and told him he¹⁰⁰ was going to resign.

The latter looked at him in surprise and said: "Why do you want to resign? Aren't we paying you enough salary?"¹²⁵

"I have no complaint to make in regard to the salary you pay me or the treatment I have received," Lorimer replied. "I am resigning¹⁵⁰ because I want to prepare myself for a literary career."

"So you want to become a writer," said Mr. Armour. "Don't you know that there¹⁷⁵ is no money in that business? I never knew one that didn't have a hard time to get enough out of it to pay his²⁰⁰ living expenses."

Young Lorimer didn't like the tone of Mr. Armour's remarks or the imputation that he couldn't earn his living at writing.

"Five years²²⁵ from now," he blurted out, "I will be earning twice the salary I am at present."

"I'm glad you think so," said Mr. Armour, with²⁵⁰ a look of amusement upon his face. "You will be an exception if you do."

Mr. Lorimer spent the next two years in studying English²⁷⁵ at Colby University in Maine. He then went to work as a reporter on the *Boston Post*. It was while with that newspaper that Cyrus³⁰⁰ H. K. Curtis engaged him as an editorial assistant

on the staff of the *Saturday Evening Post* at a salary of twenty dollars a week.

In telling³⁵ this story of his experiences to a friend a few years ago, Mr. Lorimer wound up by saying, "I am glad to be able to³⁶ state that I made good the bluff I put up to Mr. Armour when I told him that I would be earning twice the salary³⁷ he was paying me five years after I left his employ."

Mr. Lorimer's great success in the conduct of the *Saturday Evening Post*, which⁴⁰ has a circulation of more than two million copies, warrants me in believing that his salary is as large as that of the President of⁴⁶ the United States. (428)—*From Newspaperdom.*

Short Stories in Shorthand

SOME LITTLE GOOD

Disgruntled Dan—There is not a single redeeming point about prohibition!

Flippant Flora—Oh, I don't know. It makes a good nose bleach. (23)

RAISING THE RENT

Wife—The landlord was here today, Pat, and said he was going to raise the rent.

Pat—Well, begorra, I am glad of that. I²⁵ have been trying for a month to raise it, but nobody would lend me the money. (41)

WHAT A PITY

An untraveled countryman once treated himself to a trip to London. There, for the first time in his life, he saw a schoolgirl go through²⁵ her gymnastic exercises for the amusement of the little ones with whom she was playing.

After gazing at her with looks of interest and compassion³⁰ for some time, he asked a boy near by if she had fits.

"No," replied the boy; "them's gymnastics."

"Ah, how sad," said the man.

"How⁷⁵ long's she had 'em?" (79)

SHE KNEW THE SYMPTOMS

"Madam," announced the new maid, "your husband is lying unconscious in the hall, with a large box beside him and crushing a paper in his³⁵ hand."

"Ah," cried her mistress in ecstasy, "my new hat has come." (37)

OBVIOUS

Sunday School Teacher—Robert, which bird did Noah send out of the Ark to find out what the weather was like?

Small Girl, interrupting—Please,²⁵ teacher, a weathercock. (28)



Personal Notes

(Continued from page 220)

Mr. Clyde I. Blanchard is one of these energetic people who never seems too busy to add to his regular duties the many outside activities most of us would feel a great burden, but he has found, he writes, that, with directing the commercial work at the Berkeley High School, lecturing on accounting for the University Extension Division, and his recently acquired work as accountant for the Board of Education, his full time is required, and he has had to resign as Pacific Coast Manager of the Specialist's Educational Bureau.



A Unique School for Ex-Service Men

ALTHOUGH tremendous gains have been made by the Federal Board for Vocational Training in establishing courses in various schools throughout the country and the work of training ex-service men has progressed wonderfully, the need for this kind of training is emphasized again by the establish-

ment of the New England Vocational School at Rutland, Massachusetts. It is, we believe, the first school given wholly to the rehabilitation of ex-service men who are victims of gassing or tuberculosis, whether in active, arrested, or quiescent state.

The school is located near Worcester and Boston, twelve hundred feet above the sea level in an invigorating atmosphere. It owes its origin to Dr. Bayard T. Carne, an authority on tuberculosis. The school, which has been well equipped by the Government, will specialize in agriculture, academic courses, wood-working, auto-mechanics, watch repairing, drafting, and commercial subjects. The subjects which have a therapeutic value of course will be emphasized.

The commercial department is under the direction of Mr. Walter M. Cole, who reports that all the modern office appliances have been installed necessary to carrying on the work effectively. Bookkeeping, shorthand, typewriting, and office training will form the foundation of the commercial course.

In his work in typewriting, Mr. Cole obtains an endless variety of new exercises for keyboard drill by putting the single characters on small pieces of cardboard, shuffling the cards, and writing the letters in groups of four or five in the order in which they turn up. The complete keyboard drill thus secured is written on the board to be used for that day's practice.

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Methods of Teaching Typewriting

By Rupert P. SoRelle

gives you the latest and most widely indorsed ideas on the teaching of typewriting. Tells you how to get the most out of your typewriting department. Describes the methods that have produced more experts and championship winners than all other methods combined. Outlines in detail different types of courses.

In commenting on this book recently, Mr. W. H. Indra, of the Galesburg, Illinois, High School, said:

I have just finished reading your book, entitled "Methods of Teaching Typewriting." I have been teaching typewriting for over six years, during which time I have done considerable experimenting to find the best method for presenting the subject. I am glad to say that your book makes it necessary for me to practically rewrite my teaching outline.

I wonder how many teachers are familiar with this book? It is worth three years of experience to the beginner and is certainly "food for thought" for the more experienced.

I hope you have a tremendous sale for the book.

As Methods of Teaching Typewriting was prepared for teachers only and not for class use, we are compelled to make a charge for it. Sent to any teacher postpaid, upon receipt of the list price, \$1.50.

THE GREGG PUBLISHING COMPANY

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◊◊◊ The AMERICAN ◊◊◊ SHORTHAND TEACHER

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and Other Commercial Subjects

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Vol. I

APRIL, 1921

No. 8

The Education and Professional Training of Commercial Teachers

By J. Asbury Pitman

Principal of the State Normal School, Salem, Massachusetts

WE ARE in the midst of a marvelous industrial development. The markets of the world are open to us as never before. There is a steadily increasing demand for men who have been trained to appreciate our industrial and commercial opportunities and to supply, in these particulars, our national needs—men who shall concern themselves with the great questions of production and distribution instead of those who are content to deal merely with the records of the business transactions of others, or to fill other positions of minor importance. Many of our large manufacturers and merchants will be trained in the higher schools

of technology, commerce, and business administration, but the public high school, too, must offer for the benefit of those students who are denied the privileges of the higher institutions and yet who hope to occupy, in the world of business, positions of large responsibility and who are ambitious to become successful business men, practical vocational courses which are also broad and cultural.

The duties of any business fall naturally into two general divisions: those of initiation and those of administration. The latter, of course, includes the routine of office work. Important as this is in bringing to a successful issue the activities of

Methods of Teaching Typewriting

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